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厦门大学

博士学位论文

我国普通高校本科学生学习过程规律研究

Research on the Regularity of Undergraduate Learning
Process in Universities and Colleges in China

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摘 要

随着我国高等教育步入大众化阶段,高等教育质量成为全社会普遍关注的焦点。质量是高等教育的永恒主题,是我国高等教育强国战略能否顺利实现的关键所在。对于高等教育质量来说,核心就是人才培养质量。因此,对于本科生学习过程及其规律的研究是保证和提高人才培养质量的重要内容之一。

本论文首先在梳理国内外已有研究的基础上,对相关概念进行了界定,然后从大学教育过程的整体性出发,以本科生即学习主体的角度来分析大学本科教育过程,在此基础上将学习过程与教学过程相结合,组成完整的大学本科教育过程,并且通过深入理论分析确定了影响本科生学习的基本因素。据此,以我国普通高校的本科生为对象进行调查,来探讨我国普通高校的本科生及不同类别本科生学习过程的规律及其存在的问题,根据分析结果从学生、高校以及教育行政管理三个方面提出改进高等教育质量的建议,以此丰富高校教学过程规律理论与大学生学习学理论,为本科生的教育教学管理和高校人才培养质量控制提供科学的理论指导。

在理论分析和实证研究的基础上,本研究主要得到六点发现与结论。

第一,采用路径分析法考察本科生的大学四年的学习过程,分析发现在本科生的学习过程中存在着一定的规律性,即本科各学习阶段之间的影响会随着间隔时间的拉长而减弱,相邻学年间的影响力大于非相邻学年间的影响力,各学习阶段之间是关联与影响的,大学第一学年在整个大学生涯中起到了至关重要的作用。这一学习过程规律在不同层次的高校、不同科类、不同性别的本科生的学习中均会发挥作用,但其具体表现形式有所差异。

第二,根据 Biggs 的学习过程“3P”模型构建了适合我国普通高校本科生学习过程的模型,即由学生主体因素(先前知识、学习能力、学习观念)、教师主导因素(教学、师生关系)以及学习环境因素(学习设施、学习评价、学风)(预备阶段)通过学习方式(进程阶段)间接影响或直接影响学习成果(结果阶段)。

第三,在本科生学习过程模型的基础上编制问卷,对调查得出的数据进行频数分析,发现影响学习过程的八个因素在不同层次的高校、不同学年、不同科

类中都存在着一定的规律性变化,但是在不同地区高校没有呈现规律性变化。进一步采用方差分析发现,除本科生的学习能力在不同地区高校及师生关系在不同层次的高校无显著差异外,本科生的先前知识、学习能力、学习观念及教学、师生关系、学习设施、学习评价、学风在不同类别中均有显著差异。

第四,通过中介效应分析发现,本科生学习过程的八个因素(预备阶段)不仅直接影响学习成果,而且同时也通过学习方式间接影响学习成果(中介效应),而且学习方式对这八个构成要素中的任何一个要素的中介效应占其对学习成绩的总效应的比例都在 26%以上,最高则达到了 66.9%,表明学习方式(中介变量)对本科生的学习成果的影响作用是非常重要的,在本科生学习过程中处于不可或缺的地位。

第五,对本科生来说,在总效应上,八个因素的影响由高到低分别是学习能力、先前知识、教学、学习评价、师生关系、学风、学习观念、学习设施;在直接效应上,八个因素的影响由高到低分别是学习能力、教学、先前知识、学习评价、师生关系、学风、学习设施、学习观念;对学习方式的中介效应在总效应中所占比例由高到低分别是学习观念、学风、师生关系、学习评价、学习设施、先前知识、学习能力、教学。但对不同类别的本科生,八个因素对学习成绩的总效应、直接效应以及学习方式中介效应占总效应的比例的次序有所差异。

最后,考虑对学习成绩的影响时,本研究在控制了学习方式这个中介变量的基础上,将构成学生主体、教师主导、学习环境的八个因素合并考虑,通过回归分析发现,对本科生来说,其影响由高到低分别是学习能力、先前知识、教学、学习评价、师生关系、学风、学习设施、学习观念;对不同类别的本科生,次序有所差异。

关键词: 普通高校; 本科生; 学习过程规律; 本科生学习过程模型

Abstract

With higher education marching into the massification stage in China, the quality of higher education is becoming the center that the whole society is concern. The quality is the eternal theme of higher education, and is the key section which our nation strategy of powerful higher education will come into true. The core is the quality of talent fostering to the quality of higher education. So research on the undergratuante learning process and the regularity of undergraduate learning process is one of important contents which are undertaking and improving the quality of talent fostering.

Based on the related studies in China and abroad, the thesis defines relative conceptions, and then analyzes undergraduate educational process in universities and colleges from undergratuante with respect to the integrity of undergraduate educational process. It integrates learning process and teaching process into a complete undergraduate educational process, and determines the fundamental affecting factors of undergraduate learning by deeply theoretical analysis. The thesis probes deeply into the regularity and the problems existing in all kinds of undergraduate learning process with undergraduates in China, and it provides some advice to improve the quality of higher education from undergraduates, HEIs and educational administration, and it also exposes several problems existing in HEIs for further study, so as to enrich the theory of teaching and process of higher education, and the theory of learning science, thus be helpful to the process management and quality assurance of undergraduate education in our universities and colleges.

The thesis has mainly six findings and conclusions on the basis of theoretical analysis and empirical research.

Firstly, with the method of path analysis, it finds out the regularity in the undergraduate learning process. The various learning phases are related and influential. The influence between the different learning phases is in inverse proportion to the length of the interval, and the influence between consecutive phases is larger than the non-consecutive phases. The first academic year is very important for the university learning. This regularity of learning process plays its role in different rank HEIs, disciplines and gender. The manifestations vary with the

changing of rank HEIs, disciplines and gender.

Secondly, the thesis has built the model of undergraduate learning process suitable to HEI in China on the basis of the “3P” model of learning process designed by Biggs, and it carries out the main factors of students (previous knowledge, learning ability and learning beliefs), the dominant factors of teachers (teaching, teacher-student relationship) and the environment factors of learning (learning facilities, learning evaluation and academic atmosphere) (presage phase) directly or indirectly by the learning approach (process phase) influence to learning outcomes (output phase).

Thirdly, by frequency analysis analyzing the data that conduct survey with the questionnaire from the model of undergraduate learning process, it concludes that the eight affecting factors change regularly with the difference of rank HEIs, academic years and disciplines, but no regular changes take place in HEIs of different regions. Undergraduates' prior knowledge, learning ability, learning beliefs, teaching, teacher-student relationship, learning facilities, learning evaluation and academic atmosphere are significantly different in different categories by analysis of variance except for undergraduates of different region's HEI on learning ability and teacher-student relationship of different rank's HEI.

Fourthly, by analysis of mediating effect, it infers that the eight factors in the learning process (preparation phase) not only directly influence the learning outcomes among undergraduates, but also indirectly influence them by learning approach (mediating effect). Learning approach is as mediator on the relation between any one of the eight factors and academic performance, and mediating effect produced by learning approach all reaches over 26% and even as high as 66.9%. This reveals that learning approach (mediator) is exceptionally important to undergraduate learning outcomes, and is at an indispensable position during undergraduate learning process.

Fifthly, on the total effect, there are learning ability, prior knowledge, teaching, learning assessment, teacher-student relationship, academic atmosphere, learning beliefs and learning facilities from high to low in degree for undergraduate. At the same time, on the direct effect influencing learning outcomes, there are learning ability, teaching, prior knowledge, learning assessment, teacher-student relationship, academic atmosphere, learning facilities and learning beliefs from high to low in degree. The mediating effect of learning approach differs in proportion to the total effect, and the rank in descending order is: learning beliefs, academic atmosphere, teacher-student relationship, learning assessment, learning facilities, previous

knowledge, learning ability and teaching. But it varies with the changing of different category undergraduates.

Finally, the thesis puts eight factors together that are main factors of students, the dominant factor of teachers and the environment factors to consider the effect to undergraduate performance on the basis of learning approach (mediator) under control. By regression analysis, the effect from high to low is learning ability, prior knowledge, teaching, learning assessment, teacher-student relationship, academic atmosphere, learning facilities and learning beliefs for undergraduates. This varies with the changing of different categories undergraduates.

Key words: Universities and Colleges; Undergraduate; the Regularity of Learning Process; the Model of Undergraduate Learning Process

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